

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	EDUCATION STUDIES		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PRIMARY EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE		
<b>COURSE CODE</b>	DEY003	<b>SEMESTER</b>	2 <sup>th</sup> (SPRING)
<b>COURSE TITLE</b>	SOCIOLOGY OF EDUCATION I		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Scientific field, general background, skills development		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=504">http://ecourse.uoi.gr/course/view.php?id=504</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b></p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Upon successful completion of this course students are expected to:</p> <ol style="list-style-type: none"> <li>1. know the major theoretical perspectives: Functionalism, Theory of Symbolic Interactionism and Theories of Reproduction and Resistance in the New Sociology of Education</li> <li>2. be aware of the factors that affect school performance of students</li> <li>3. be aware of how Inequality functions in Greek Education</li> <li>4. have the ability to apply theoretical knowledge based on sociological “examples” at their school practice</li> </ol>
<p><b>General Competences</b></p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p>

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> ..... <i>Others...</i> .....
---	--

The aim of the course is the comprehension of different theoretical approaches that have developed in the scientific field of Sociology of Education and interpret the educational inequalities, as well as to develop the ability to approach critical the issues of Greek educational reality.

- Search, analysis and synthesis of data and information, using the essential technologies
- Promotion of free, creative and inductive thinking
- critical approach of scientific studies and self-improvement
- Respect for diversity and multiculturalism
- Demonstrate social, professional and ethical responsibility and sensitivity on student's issues and social classes
- Generate new research ideas

### (3) SYLLABUS

The course includes topics refer to a) the relations of Sociology, Pedagogics and Sociology of Education b) the basic notions of Sociology of Education with special reference to socialization in primary and secondary school c) educational inequalities d) the relation of education and policy and e) the relation of education and economy. In thematic of educational inequalities, emphasis is placed upon sociological theories of educational inequalities. Also, the role of education in the reproduction of social inequalities and their teaching profession is analyzed.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of the ICT in teaching, Use asynchronous learning system, e-course, for sharing notes and communication with students Communication via e-mails	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	(3x13)=39
	Study and analysis of bibliography	24
	Short essay writing – activities of comprehension	9
	Study for the exam	25
	Examination	3

	Course total	<b>100</b>
<p align="center"><b>STUDENT PERFORMANCE EVALUATION</b></p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>Written exams Short-answer questions Evaluation of a written essay</p>	

#### **(5) ATTACHED BIBLIOGRAPHY**

##### MAIN BIBLIOGRAPHY (From Eudoxus)

- Sousanna-Maria Nikolaou (2009), Theoritika Zitimata stin Koinoniologia tis Ekpedefsis, Athina: Gutenberg
- Argyris Kyridis (2015), Ekpaideytiki anisotita, Thessaloniki: Kyriakidi
- Panagiotis Giavrimis, E. Papanis, M. Roumeliotou, (2009), Themata Koinoniologias tis Ekpaideysis, Athina: Sideris
- Alexander C. Jeffrey, Thompson Kenneth, Edles D. Laura, (2016), SYgxroni Eisagogi stin Koinoniologia, epim. N. Demertzis, Athina: Gutenberg

##### SUGGESTED BIBLIOGRAPHY:

- A. Giddens (2009), Koinoniologia, mfr. epim. D.G. Tsaousis, Athina: Gutenberg
- A. Fragkoudaki (1985), Koinoniologia tis ekpedefsis, Athina: Papazisi
- L. Fischer (2006), koinoniologia tou scholiou, mfr. M. Spyridipoulou & M Ikonomidou, Athina: Metaichmio
- Chr. Nova-Kaltsouni (2010), Koinoniologia tis ekpedefsis, Athina: Gutenberg
- M. Kelpanidis (2012), Koinoniologia tis ekpedefsis, Thessaloniki: Zygos
- D. Blackledge & B. Hunt (1995), Koinoniologia tis ekpedefsis, mfr. M Deligianni, Athina: Ekfrasi
- J. H. Ballantine & F. M. Hammack (2015), Koinoniologia tis ekpedefsis, epim. mfr. d. Gouvias, Athina: epikentro
- Ch. Konstantinou (2015), To kalo scholio, o ikanos ekpedeftikos kai i katallili agogi os pedagogiki theoria kai praxi, Athina: Gutenberg
- P. Bourdieu & J.C. Passeron (1996), I klironimi. I fitites kai I kouloura tous, mfr. N. Panagiotopoulos & M. Vidalia, Athina: Kardamitsa